

Advanced Seminar in Comparative Education
Professor Gita Steiner-Khamsi

Mondays, 7:20 – 9:00 – Room GDH 539
Sina Mossayeb & Andrew Shiotani
(Teaching Assistants)

ITSF 6581, Fall 2006
Section for M.Ed., Ed.D., Ph.D. students

Syllabus

The course provides an overview of methods, major concepts and current trends in comparative education. It will enable students to identify strengths and limitations of international comparative research, and to learn about relevant studies and scholars dealing with methodological and conceptual issues of comparative education. A special emphasis is placed on policy borrowing and lending, and globalization studies. The assignments will support these learning objectives, and in addition, help students to develop specific research skills that are necessary to develop academic literature reviews. The certification examination for doctoral students (so-called morning or “AM exam”) includes questions on topics that are dealt with during this course. The in-class exam serves as a mock-exam or preparation for the certification examination.

PROGRAM

Please find the exact references for the readings in the section “reading.”

Part 1: History of Comparative Education

Session 1: September 11
Read: Noah (1985), Liping (1997), Pollack (1993)

Session 2: September 25
View: <http://www.cies50years.org>

Session 3: September 18
Read: Glotzer (1996), Davis (1976), Passow (1982)

Part 2: Colonialism, Neo-Colonialism, Post-Colonialism

Session 4: October 2
Read: White (1996), Goodman (2000), Steiner-Khamsi & Quist (2000),
Gaines (1993)

*** NO CLASS ON OCTOBER 9 ***

Session 5: October 16
Read: Heggoy (1984), Tsurumi (1984), Fry (1997), Rafael (1993), Wray (1991)

Session 6: October 23

Read: Heyneman (2003), Samoff (1999), Nagao (2004), Sawamura (2002)

Part 3: Comparative Policy Studies

Topic 3.1. Indicator Research
various web resources on Millennium Development Goals and FTI

Section 7:
Read: October 30
No reading

Topic 3.2. IEA-/OECD-type Cross-National Comparative Policy Studies (Student Achievement Tests)

Session 8:
Read: November 6
Baker & LeTendre (2005): chapters 1-6

Session 9:
Read: November 13
Baker & LeTendre (2005): chapters 7-11

Part 4: Globalization, Educational Policy Borrowing & Lending

Topic 4.1. Globalization and the International Convergence of Educational Systems

Session 10:
November 20
Tilly (2004), Ramirez & Meyer (2002), Boli & Thomas (1999), Carnoy (1999), Steiner-Khamsi (2004)

Topic 4.2. Local Encounters with Global Forces

Session 11:
Read: November 27
Anderson-Levitt (2003), Schriewer & Martinez (2004), Steiner-Khamsi & Stolpe (2006)

Topic 4.3. Transnational Policy Borrowing & Lending

Session 12:
Read: December 4
Vavrus (2004), Luschei (2004), Jones (2004), Yariv-Mashal (2004), Spreen (2004), Silova (2004)

Session 13:
Read: December 11
No reading (in-class mock certification exam)

Topic 4.4. Diffusion of Innovation, Small World, and Social Network Analysis Research

Session 14:
Read: December 18
Dale (2001), Gladwell (2002), Watts (2003)

READING

Required books:

Available at Teachers College Bookstore (120th Street/Amsterdam).

Baker, David & Gerald K. LeTendre (2005). *National Differences, Global Similarities*. Stanford: Stanford University Press.

Steiner-Khamsi, Gita, Ed. (2004). *The Global Politics of Educational Borrowing and Lending*. New York: Teachers College Press.

The rest of the reading is posted on ClassWeb. All the texts marked with “(TC Bookstore)” are not on the ClassWeb, but are chapters from the two books listed above.

References

Hacker, Diane (1996). *Rules for Writer: a brief handbook*. Boston: Bedford Books of St. Martin’s Press (pp. 308 – 315) [for your assignments – not on ClassWeb, available over Internet or at Reference Desk]

1. History of Comparative Education

Session 1:

Noah, Harold J. (1985). Comparative Education. In T. Husén & T. Neville Postlethwaite (eds), *The International Encyclopedia of Education. Research and Studies*. New York: Pergamon, pp. 869 – 872.

Liping, Bu (1997). International Activism and Comparative Education: Pioneering Efforts of the International Institute of Teachers College, Columbia University. *Comparative Education Review*, 41/4, pp. 413 – 434.

Pollack, Erwin (1993). Isaac Leon Kandel (1881 – 1965). *Prospects*, 3/4, 775 – 787.

Session 2:

View the full-length interviews with past CIES presidents posted under <http://www.cies50years.org>. The 73-minute summary will be presented and discussed in class.

Session 3:

Glotzer, Richard (1996). The Career of Mabel Carney: The Study of Race and Rural Development in the United States and South Africa. *The International Journal of African Historical Studies*, 29/2, 309 – 336.

R. Hunt Davis (1976). Charles T. Loram and the American Model for African Education in South Africa. *African Studies Review*, 19/2, 87 – 100.

Passow, Harry A. (1982). John Dewey's Influence on Education around the World. *Teachers College Record*, 83 (spring), 401 – 418.

2. Colonialism, Neo-Colonialism and Post-Colonialism

Session 4:

White, Bob W. (1996). Talk about School: education and the colonial project in French and British Africa (1860 – 1960). *Comparative Education*, 32/1, 9 – 25.

Goodman, Joyce (2000). Language of Female Colonial Authority: the educational network of the Ladies Committee of the British and Foreign School Society, 1813 – 1837. *Compare*, 30/1, 7 – 19.

Steiner-Khamsi, Gita & Quist, Hubert O. (2000). The Politics of Educational Borrowing: Re-Opening the Case of Achimota of British Ghana. *Comparative Education Review*, 44/3, 272 – 299.

Gaines, Kevin (1993). “Black Americans’ Racial Uplift Ideology as “Civilizing Mission.”” In Amy Kaplan and Donald E. Pease (eds.), *Cultures of United States Imperialism*. Durham: Duke University Press.

Session 5:

Heggoy, Alf A. (1984). “Colonial Education in Algeria: Assimilation and Reaction.” In Philip G. Altbach and Gail P. Kelly (eds.), *Education and the Colonial Experience*. New Brunswick: Transaction, pp. 97 – 115.

Tsurumi, E. Patricia (1984). “The Non-Western Colonizer in Asia: Japanese Educational Engineering in Taiwan.” In Philip G. Altbach and Gail P. Kelly (eds.), *Education and the Colonial Experience*. New Brunswick: Transaction, pp. 55 – 74.

Fry, Howard T. (1997). The Breakdown of the American Democratic Experiment in the Philippines: a historical analysis of a crisis in modernization. *Australian Journal of Politics and History*, 23, 383 – 402.

Rafael, Vincente L. (1993). “Surveillance and Nationalist Resistance in the U.S. Colonization of the Philippines.” In Amy Kaplan and Donald E. Pease (eds.), *Cultures of United States Imperialism*. Durham and London: Duke University Press, pp. 185 – 218.

Wray, Harry (1991). Change and Continuity in Modern Japanese Educational History: Allied Occupational Reforms Forty Years Later. *Comparative Education Review*, 35/3, 447 – 475.

Session 6:

Heyneman, Steven P. (2003). The history and problems in the making of education policy at the World Bank 1960 – 2000. *International Journal of Educational Development*, 23, 315 – 337.

Samoff, Joel (1999). Education Sector Analysis in Africa: limited national control and even less national ownership. *International Journal of Educational Development*, 19, 249 – 272.

Sawamura, Nobuhide (2002). Local Spirit, Global Knowledge: a Japanese approach to knowledge development in international cooperation. *Compare*, 32 (3), 339-348.

Nagao, Masafumi (2004). Could Japan be a Good Math & Science Teacher for Africa? *Journal of International Cooperation in Education*, 7 (1), 53-70.

3. Comparative Policy Studies

Session 7:
No reading.

Session 8:
Book Baker & LeTendre, chapters 1-6 (TC Bookstore).

Session 9:
Book Baker & LeTendre, chapters 7-11 (TC Bookstore).

4. Globalization, International Convergence, Educational Policy Borrowing & Lending

Session 10:

Steiner-Khamsi, Gita (2004). Blazing a Trail for Policy Theory and Practice. In G. Steiner-Khamsi (ed.), *The Global Politics of Educational Borrowing and Lending* (TC Bookstore).

Carnoy, Martin (1999). Globalization's Impact on Educational Reform Strategies (chapter 3). In M. Carnoy, *Globalization and Educational Reform: what planners need to know*. Paris: Unesco, International Institute for Educational Planning, pp. 37 – 46.

Tilly, Charles (2004). Past, Present, and Future Globalizations. In G. Steiner-Khamsi (ed.), *The Global Politics of Educational Borrowing and Lending* (TC Bookstore).

Ramirez, Francisco O. & Meyer, John W. (2002). National Curricula: World Models and National Historical Legacies. In M. Caruso & H.-E. Tenorth (eds), *Internationalisation. Comparing Educational Systems and Semantics*. Frankfurt: Lang, pp. 91 – 107.

Boli, John & Thomas, George M. (1999). INGOs and the Organization of World Culture. In J. Boli & G. M. Thomas (eds), *Constructing World Culture. International Nongovernmental Organizations since 1875*. Stanford, CA: Stanford University Press, pp. 13 – 49.

Session 11:

Anderson-Levitt, Kathryn (2003). A World Culture of Schooling? In K. Anderson-Levitt (ed.), *Local Meaning, Global Schooling. Anthropology and World Culture Theory*. New York: Palgrave Macmillan, pp. 1 – 26.

Schriewer, Jürgen & Martinez, Carlos (2004). Constructions of Internationality in Education. In G. Steiner-Khamsi (ed.), *The Global Politics of Educational Borrowing and Lending* (TC Bookstore).

Steiner-Khamsi, Gita & Stolpe, Ines (2006). Going Global: Studying Late Adopters of Traveling Reforms. In Gita Steiner-Khamsi & Ines Stolpe, *Educational Import. Local Encounters with Global Forces in Mongolia*. New York: Palgrave Macmillan, pp. 1-21.

Session 12:

Vavrus, Frances (2004). The Referential Web: Externalization Beyond Education in Tanzania. In G. Steiner-Khamsi (ed.), *The Global Politics of Educational Borrowing and Lending* (TC Bookstore).

Luschei, Thomas F. (2004). Timing is Everything: The Intersection of Borrowing and Lending in Brazil's Adoption of *Escuela Nueva*. In G. Steiner-Khamsi (ed.), *The Global Politics of Educational Borrowing and Lending* (TC Bookstore).

Jones, Phillip W. (2004). Taking the Credit: Financing and Policy Linkages in the Education Portfolio of the World Bank. In G. Steiner-Khamsi (ed.), *The Global Politics of Educational Borrowing and Lending* (TC Bookstore).

Yariv-Mashal, Tali (2004). Helping to Make the Case for Integration: The Israeli Black Panthers. In G. Steiner-Khamsi (ed.), *The Global Politics of Educational Borrowing and Lending* (TC Bookstore).

Silova, Iveta (2004). Adopting the Language of the New Allies. In G. Steiner-Khamsi (ed.), *The Global Politics of Educational Borrowing and Lending* (TC Bookstore).

Spreen, Carol-Anne (2004). Appropriating Borrowed Policies. Outcomes-Based Education in South Africa. In G. Steiner-Khamsi (ed.), *The Global Politics of Educational Borrowing and Lending* (TC Bookstore).

Session 13:

No reading (in-class mock certification exam).

Session 14:

Dale, Roger (2001). Constructing a Long Spoon for Comparative Education: charting the career of the "New Zealand Model." *Comparative Education*, 37/4, 493 – 500.

Gladwell, Malcolm (2002). *The Tipping Point*. Boston: Little, Brown & Co. (Chapter 2: The Law of the Few).

Watts, Duncan J. (2003). *Six Degrees. The Science of a Connected Age*. New York: Norton & Co. (Chapter 9: Innovation, Adaptation, and Recovery).

GRADING POLICY AND STUDY GROUPS

Your course grade reflects the average of the following grades

- 1- Study Group (20%) – moderated by Teaching Assistants (alternative: 3 literature reviews; see below)
- 2- Literature Review on the Scholarship of 1 Past President of CIES (30%) – due date: October 16
- 3- Literature Review on Colonial Education (20%) – due date: October 30
- 4- In-Class Mock Certification Exam (40%) – date: December 11

Since there is no option of re-writing assignments, you are strongly encouraged to clarify your questions in class before submitting your assignments. Please closely follow the instructions for each of the assignments using the format outlined in the assignment and applying a correct style of reference (e.g., APA format; see Hacker, 1996).

My walk-in *office hours* (no appointments necessary) are:

Mondays, 4-6 (last meeting at 5:40)

The office is located in 364/366 Grace Dodge Hall. Contact address: gs174@columbia.edu.

The teaching assistant for this class are:

Sina Mossayeb: smossayeb@gmail.com

Andrew Shiotani: shiotani@exchange.tc.columbia.edu

In this course there are no Incompletes accepted. An Incomplete will automatically result in a lower grade of the total course grade, i.e., C+ instead of B+. You have a 1-week grace period (late submission) for one assignment only.

Regular attendance of the lectures and the study groups is required (i.e., not more than 1 absence).

1. Study Group or 3 Literature Review based on Comparative Education Journal Articles

Counts 20% of your course grade.

The course is held in the format of lectures with limited time for discussion. To enable students to discuss and reflect on the reading for the class, students are required to choose one of the following options:

Option 1: Regular attendance of and active participation in study groups that are moderated by teaching assistants (doctoral students in Comparative and International Education). The grade is based on the quality and extent of your participation. Absences will affect your grade.

--- OR ---

Option 2: Submission of 3 literature reviews that deal with the class reading (in addition to the regular assignments for the class). The due dates for the 3 literature reviews (each 7 pages) are as follows: September 25, October 23, and November 13.

Please choose either option 1 or 2 (a form will be circulated during the first lecture session of September 11). The study groups will start in the week of September 18, and the schedule for the weekly study groups will be announced during the first class session.

2. Literature Review on the Scholarship of a Past President of CIES

Counts 30% of your course grade – due date: October 16.

Go to <http://www.cies50years.com> and select one of the 25 past presidents of the Comparative and International Education Society (CIES) as your object of analysis. Take notes on the full-length interview with the past president, read her/his work, and find at least 3 of her/his texts (books, journal articles, book chapters) that capture the scope of her/his scholarship. Write a 10-page literature review in which you discuss the past president's contributions to research in comparative and international education. Use the recommended format for literature reviews, outlined in the next assignment.

3. Literature Review on Colonial Education

Counts 20% of your course grade – due date: October 30.

Select 3 texts of different authors that deal either with colonial education of the same colonial empire or with colonial education in the same colony. In addition, use other reading from class. Write a 7-page literature review in the genre of a literature review. In a literature review, the texts need to be

- summarized (without any value judgments),
- compared and contrasted (highlighting the particular perspective of each author),
- analyzed (strengths and weaknesses of each perspective),
- critically reflected (evaluating the usefulness of the text for the field of Comp Ed)

The summaries are the most important sections of a literature review. Be advised that in a literature review, the authors need to be at center stage and not the topic.

Format of the Literature Review:

Start out with a title page, which includes the title of the course, your name and your degree level.

1- Introduction (half a page)

Provide the following information: Your research question (1 sentence ending with a question mark), relevance of your research question for international comparative educational research and/or colonial education.

2- ... (insert a title that matches your research question) (4-5 pages)

Integrate all the 3 texts into a literature review. A literature review needs to be descriptive, analytical, contrastive, and evaluative (summarize first each author in detail, then briefly analyze, contrast and evaluate).

3- Conclusions (1-2 pages)

Draw conclusions from the three texts and reflect on implications for practice and/or research in international comparative education, colonial education or history of education. When presenting your conclusions, refer to your sources (both the selected articles and other additional literature/readings from class that you found to be useful).

4- Agenda for Future Research (1-2 pages)

Highlight in this section the limitations of your study and identify interesting aspects of your research topic that you were not able to cover in more depth.

Include in your bibliography all the literature that you have referred to in your text. You need to use APA or Chicago style as your style of reference (for APA, see instructions by Diane Hacker, 1996).

4. In-Class Mock Certification Exam

Date: December 11 (counts: 30% of your course grade)

Please review the class reading and your notes for the exam. You will be presented with 3 questions. In your answers,

- refer to relevant scholars/studies
- reflect on strengths/weaknesses, proponents/opponents, or in general, on multiple perspectives
- apply theory to practice (by making examples)

I recommend that you make an outline for yourself before answering the questions. This will help you to keep track of your time and ensure that you answer all three questions in sufficient detail.